

# City & Guilds Level 1 Award Certificate/ Diploma in Creative Techniques in 2D and 3D (7156)

March 2022 Version 1.3



## Qualification at a glance

<b>Subject area</b>	Creative
<b>City &amp; Guilds number</b>	7156
<b>Age group approved</b>	All
<b>Assessment</b>	Assignment
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Assessment pack
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 1 Award in Producing Life Drawings	7156-01	601/2013/7
Level 1 Award in Using Drawing Techniques for Still Life	7156-01	601/2025/3
Level 1 Award in Creating a Design and Presentation Concept for a Product	7156-01	601/2014/9
Level 1 Award in Using Painting Techniques	7156-01	601/2048/4
Level 1 Award in Using Printmaking Techniques	7156-01	601/2026/5
Level 1 Award in Using Computer Generated Imagery	7156-01	601/2049/6
Level 1 Award in Using Mixed Media Techniques	7156-01	601/2012/5
Level 1 Award in Developing Imagery Within Creative Sketchbooks	7156-01	601/2016/2
Level 1 Award in Creating Experimental Typography and Calligraphy	7156-01	601/2015/0

Level 1 Award in Making Rings with a Cabochon Stone and Decorative Shank	7156-01	601/2051/4
Level 1 Award in Making Pendants	7156-01	601/2050/2
Level 1 Award in Making Sculptured Items	7156-01	601/2056/3
Level 1 Award in Making Wooden Items	7156-01	601/2047/2
Level 1 Award in Using Hand Building, Surface Decoration and Glazing Techniques	7156-01	601/2166/X
Level 1 Award in Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	7156-01	601/2058/7
Level 1 Award in Making a Multi-Section Sewn Journal	7156-01	601/2057/5
Level 1 Award in Making a Multi-Section Photograph Album with Slip Case	7156-01	601/2052/6
Level 1 Award in Making a Round Basket	7156-01	601/2011/3
Level 1 Award in Using Warm Glass Techniques	7156-01	601/2053/8
Level 1 Award In Using Cool Glass Techniques	7156-01	601/2049/6
Level 1 Certificate in Creative Techniques in 2D	7156-11	601/2066/6
Level 1 Certificate in Creative Techniques in 3D	7156-12	601/2162/2
Level 1 Certificate in Creative Techniques 2D and 3D	7156-13	601/2067/8
L1 Diploma in Creative Techniques in 2D and 3D	7156-14	601/2068/X

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
1.1 Jan 2014	General formatting amends	<b>Various</b>
1.2 September 2017	Added GLH and TQT Removed QCF	<b>Structure Appendix 1</b>
1.3 March 2022	Added GLH and TQT for more quals Amended address in back matter Added City & Guilds to title / footers	<b>Various</b>



# Contents

<b>1</b>	<b>Introduction</b>	<b>7</b>
	Structures	7
<b>2</b>	<b>Centre requirements</b>	<b>21</b>
	Approval	21
	Resource requirements	21
	Learner entry requirements	22
<b>3</b>	<b>Delivering the qualification</b>	<b>23</b>
	Initial assessment and induction	23
	Support materials	23
<b>4</b>	<b>Assessment</b>	<b>24</b>
	Assessment of the qualifications	24
	Assessment strategy	24
	Recognition of prior learning (RPL)	24
<b>5</b>	<b>Units</b>	<b>25</b>
<b>Unit 101</b>	<b>Exploring design ideas</b>	<b>26</b>
<b>Unit 102</b>	<b>Using sampling techniques for 2D/3D work</b>	<b>29</b>
<b>Unit 103</b>	<b>Producing Life Drawings</b>	<b>34</b>
<b>Unit 104</b>	<b>Using drawing techniques for still life</b>	<b>39</b>
<b>Unit 105</b>	<b>Creating a design and presentation concept for a product</b>	<b>44</b>
<b>Unit 106</b>	<b>Using painting techniques</b>	<b>49</b>
<b>Unit 107</b>	<b>Using printmaking techniques</b>	<b>53</b>
<b>Unit 108</b>	<b>Using computer generated imagery</b>	<b>56</b>
<b>Unit 109</b>	<b>Using mixed media techniques</b>	<b>60</b>
<b>Unit 110</b>	<b>Developing imagery within creative sketchbooks</b>	<b>65</b>
<b>Unit 111</b>	<b>Creating experimental typography and calligraphy</b>	<b>70</b>
<b>Unit 112</b>	<b>Making Rings with a cabochon stone and decorative shank</b>	<b>74</b>
<b>Unit 113</b>	<b>Making Pendants</b>	<b>80</b>
<b>Unit 114</b>	<b>Making sculpted items</b>	<b>85</b>
<b>Unit 115</b>	<b>Making wooden items</b>	<b>90</b>
<b>Unit 116</b>	<b>Using Hand building, surface decoration and glazing techniques</b>	<b>94</b>
<b>Unit 117</b>	<b>Using throwing, open forms, surface decoration and glazing techniques</b>	<b>99</b>
<b>Unit 118</b>	<b>Making a multi section sewn journal</b>	<b>104</b>
<b>Unit 119</b>	<b>Making a multi section photograph album with slip case</b>	<b>108</b>
<b>Unit 120</b>	<b>Making a round basket</b>	<b>112</b>

<b>Unit 122</b>	<b>Using warm glass techniques</b>	<b>116</b>
<b>Unit 123</b>	<b>Using cool glass techniques</b>	<b>120</b>
<b>Appendix 1</b>	<b>Sources of general information</b>	<b>124</b>



# 1 Introduction

This document tells you what you need to do to deliver the qualifications]:

Area	Description
Who is are the qualifications for?	For learners who want to obtain the skills as a basic designer maker.
What do the qualifications cover?	They allow learners to learn, develop and practise the creative skills required for career progression in the design Industry. With a qualification in Creative Techniques you will become a well informed designer maker in your chosen craft subject, able to sample ideas and create well-designed, professional quality craft items. As an added option you can also learn the vital knowledge of the skills involved in how to run a creative business.
What opportunities for progression are there?	They allow learners to progress to the following City & Guilds qualifications: <ul style="list-style-type: none"> <li>• City &amp; Guilds L2 Certificate in Creative Techniques in 3D</li> <li>• City &amp; Guilds L2 Certificate in Creative Techniques in 2D and 3D</li> <li>• City &amp; Guilds Level 2 Diploma in Creative Techniques in 2D and 3D</li> </ul>

## Structures

### Level 1 Awards in Creative Techniques in 3D

To achieve the **Level 1 Award in Producing Life Drawings** learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
<b>Mandatory</b>			
D/505/6823	103	Producing Life Drawings	4

To achieve the **Level 1 Award in Using Drawing Techniques for Still Life** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/6824	104	Using Drawing Techniques for Still Life	4

To achieve the **Level 1 Award in Creating a Design and Presentation Concept for a Product**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/505/6933	105	Creating a Design and Presentation Concept for a Product	4

To achieve the **Level 1 Award in Using Painting Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
M/505/6826	106	Using Painting Techniques	4

To achieve the **Level 1 Award in Using Printmaking Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
T/505/6827	107	Using Printmaking Techniques	4



To achieve the **Level 1 Award in Using Computer Generated Imagery** learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
A/505/6828	108	Using Computer Generated Imagery	3

To achieve the **Level 1 Award in Using Mixed Media Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
F/505/6829	109	Using Mixed Media Techniques	4

To achieve the **Level 1 Award in Developing Imagery within Creative Sketchbooks** learners must achieve **3** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
T/505/6830	110	Developing Imagery within Creative Sketchbooks	3

To achieve the **Level 1 Award in Creating Experimental Typography and Calligraphy** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
F/505/6832	111	Creating Experimental Typography and Calligraphy	4

### Level 1 Awards in Creative Techniques in 3D

To achieve the **Level 1 Award in Making Rings with a Cabochon Stone and Decorative Shank**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
J/505/6833	112	Making Rings with a Cabochon Stone and Decorative Shank	4

To achieve the **Level 1 Award in Making Pendants** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
L/505/6834	113	Making Pendants	4

To achieve the **Level 1 Award in Making Sculptured Items** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/505/6934	114	Making Sculptured Items	4

To achieve the **Level 1 Award in Making Wooden Items** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
R/505/6835	115	Making Wooden Items	4

To achieve the **Level 1 Award in Using Hand Building, Surface Decoration and Glazing Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/505/6836	116	Using Hand Building, Surface Decoration and Glazing Techniques	4

To achieve the **Level 1 Award in Using Throwing, Open Forms, Surface Decoration and Glazing Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/6837	117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	4

To achieve the **Level 1 Award in Making a Multi-Section Sewn Journal**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/505/6838	118	Making a Multi-Section Sewn Journal	4

To achieve the **Level 1 Award in Making a Multi-Section Photograph Album with Slip Case** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
K/505/6839	119	Making a Multi-Section Photograph Album with Slip Case	4

To achieve the **Level 1 Award in making a Round Basket**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
D/505/6840	120	Making a Round Basket	4

To achieve the **Level 1 Award in Using Warm Glass Techniques**, learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
M/505/6843	122	Using Warm Glass Techniques	4

To achieve the **Level 1 Award in Using Cool Glass Techniques** learners must achieve **4** credits from the mandatory unit.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
T/505/6844	123	Using Cool Glass Techniques	4

To achieve the **Level 1 Certificate in Creative Techniques in 2D**, learners must achieve a minimum of **13** credits. **7** credits from the mandatory units and a minimum of **6** credits from the optional units available

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/7139	101	Exploring Design Ideas	3
F/505/6801	102	Using Sampling Techniques for 2D/3D Work	4
<b>Optional</b>			
D/505/6823	103	Producing Life Drawings	4
H/505/6824	104	Using Drawing Techniques for Still Life	4
R/505/6933	105	Creating a Design and Presentation Concept for a Product	4
M/505/6826	106	Using Painting Techniques	4
T/505/6827	107	Using Printmaking Techniques	4
A/505/6828	108	Using Computer Generated Imagery	3
F/505/6829	109	Using Mixed Media Techniques	4
T/505/6830	110	Developing Imagery within Creative Sketchbooks	3
F/505/6832	111	Creating Experimental Typography and Calligraphy	4

City & Guilds Level 1 Award/Certificate and Diploma in Creative Techniques in 2D and 3D (7156)

To achieve the **Level 1 Certificate in Creative Techniques in 3D**, learners must achieve a minimum of **15** credits. **7** credits from the mandatory units and a minimum of **8** credits from the optional units available

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/7139	101	Exploring Design Ideas	3
F/505/6801	102	Using Sampling Techniques for 2D/3D Work	4
<b>Optional</b>			
J/505/6833	112	Making Rings with a Cabochon Stone and Decorative Shank	4
L/505/6834	113	Making Pendants	4
Y/505/6934	114	Making Sculptured Items	4
R/505/6835	115	Making Wooden Items	4
Y/505/6836	116	Using Hand Building, Surface Decoration and Glazing Techniques	4
D/505/6837	117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	4
H/505/6838	118	Making a Multi-Section Sewn Journal	4

K/505/6839	119	Making a Multi-Section Photograph Album with Slip Case	4
D/505/6840	120	Making a Round Basket	4
M/505/6843	122	Using Warm Glass Techniques	4
T/505/6844	123	Using Cool Glass Techniques	4

To achieve the **Level 1 Certificate in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **25** credits. **7** credits from the mandatory units and a minimum of **18** credits from the optional units available

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/7139	101	Exploring Design Ideas	3
F/505/6801	102	Using Sampling Techniques for 2D/3D Work	4
<b>Optional</b>			
D/505/6823	103	Producing Life Drawings	4
H/505/6824	104	Using Drawing Techniques for Still Life	4
R/505/6933	105	Creating a Design and Presentation Concept for a Product	4
M/505/6826	106	Using Painting Techniques	4

T/505/6827	107	Using Printmaking Techniques	4
A/505/6828	108	Using Computer Generated Imagery	3
F/505/6829	109	Using Mixed Media Techniques	4
T/505/6830	110	Developing Imagery within Creative Sketchbooks	3
F/505/6832	111	Creating Experimental Typography and Calligraphy	4
J/505/6833	112	Making Rings with a Cabochon Stone and Decorative Shank	4
L/505/6834	113	Making Pendants	4
Y/505/6934	114	Making Sculptured Items	4
R/505/6835	115	Making Wooden Items	4
Y/505/6836	116	Using Hand Building, Surface Decoration and Glazing Techniques	4
D/505/6837	117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	4
H/505/6838	118	Making a Multi-Section Sewn Journal	4
K/505/6839	119	Making a Multi-Section Photograph Album with Slip Case	4



D/505/6840	120	Making a Round Basket	4
M/505/6843	122	Using Warm Glass Techniques	4
T/505/6844	123	Using Cool Glass Techniques	4

To achieve the **Level 1 Diploma in Creative Techniques in 2D and 3D**, learners must achieve a minimum of **37** credits. **7** credits from the mandatory units and a minimum of **30** credits from the optional units available.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
H/503/7139	101	Exploring Design Ideas	3
F/505/6801	102	Using Sampling Techniques for 2D/3D Work	4
<b>Optional</b>			
D/505/6823	103	Producing Life Drawings	4
H/505/6824	104	Using Drawing Techniques for Still Life	4
R/505/6933	105	Creating a Design and Presentation Concept for a Product	4
M/505/6826	106	Using Painting Techniques	4
T/505/6827	107	Using Printmaking Techniques	4

A/505/6828	108	Using Computer Generated Imagery	3
F/505/6829	109	Using Mixed Media Techniques	4
T/505/6830	110	Developing Imagery within Creative Sketchbooks	3
F/505/6832	111	Creating Experimental Typography and Calligraphy	4
J/505/6833	112	Making Rings with a Cabochon Stone and Decorative Shank	4
L/505/6834	113	Making Pendants	4
Y/505/6934	114	Making Sculptured Items	4
R/505/6835	115	Making Wooden Items	4
Y/505/6836	116	Using Hand Building, Surface Decoration and Glazing Techniques	4
D/505/6837	117	Using Throwing, Open Forms, Surface Decoration and Glazing Techniques	4
H/505/6838	118	Making a Multi-Section Sewn Journal	4
K/505/6839	119	Making a Multi-Section Photograph Album with Slip Case	4
D/505/6840	120	Making a Round Basket	4

M/505/6843	122	Using Warm Glass Techniques	4
T/505/6844	123	Using Cool Glass Techniques	4

## Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
Level 1 Award in Using Painting Techniques	31	40
Level 1 Award in Developing Imagery Within Creative Sketchbooks	29	30
Level 1 Award in Making a Multi-Section Sewn Journal	34	40
Level 1 Award in Making a Multi-Section Photograph Album with Slip Case	33	40
Level 1 Certificate in Creative Techniques in 2D	115	130
Level 1 Certificate in Creative Techniques in 3D	123	150
L1 Diploma in Creative Techniques in 2D and 3D	304	370
Level 1 Award In Making Rings with a Cabochon Stone and Decorative Shank	31	40
Level 1 Award In Producing Life Drawings	32	40
Level 1 Award In Using Mixed Media Techniques	31	40
Level 1 Award In Creating a Design and Presentation Concept for a Product	39	40
Level 1 Award In Using Drawing Techniques for Still Life	33	40



## 2 Centre requirements

### Approval

If your Centre is approved to offer the Level 1 Award/Certificate/Diploma in Creative Techniques in 2D and 3D, you can apply for approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Resource requirements

#### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally verify their own assessments.

## **Assessors and Internal Quality Assurer**

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Learner entry requirements**

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

## **Age restrictions**

There is no age restriction for these qualifications unless this is a legal requirement of the process or the environment.



## 3 Delivering the qualification

### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualifications, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

### Support materials

The following resources are available for these qualifications:

<b>Description</b>	<b>How to access</b>
Assessment Pack for centres	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>



## 4 Assessment

### Assessment of the qualifications

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at [www.cityandguilds.com](http://www.cityandguilds.com)

### Assessment strategy

#### Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of learner knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the learner is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

### Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.





## 5 Units

### Availability of units

Below is a list of the learning outcomes for all the units. If you want to download a complete set of units, go to [www.cityandguilds.com](http://www.cityandguilds.com)

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance

<b>UAN:</b>	<b>H/503/7139</b>
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	28

<b>Learning outcome</b>
The learner will: 1. know how to work safely and effectively when exploring design ideas.
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to <b>tools and equipment</b> used in basic design work 1.2 identify health and safety risks relating to <b>materials</b> used in basic design work

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act.
<b>Tools and equipment</b> Adhesive, cutting tools, drawing tools, applicators.
<b>Materials</b> Colouring mediums, graphite, papers.

<b>Learning outcome</b>
The learner will: 2. be able to prepare for design work.
<b>Assessment criteria</b>
The learner can: 2.1 select <b>craft materials</b> to sample design ideas 2.2 select <b>tools and equipment</b> to sample design ideas 2.3 store craft materials, tools and equipment correctly.

<b>Range/Guidance</b>
<b>Craft materials</b> Common craft materials related to design – papers, drawing mediums, colouring mediums and similar items.

**Tools and equipment**

Adhesive, cutting tools, drawing tools, applicators.

**Learning outcome**

The learner will:

3. be able to experiment with design ideas.

**Assessment criteria**

The learner can:

- 3.1 **experiment** with design materials to create visuals
- 3.2 **explore the potential** of design materials through experimentation.

**Range/Guidance****Experiment**

eg bend, fold, ease, cut, colour.

**Explore the potential**

Use materials to experiment where there is no known outcome.

**Learning outcome**

The learner will:

4. be able to experiment with different materials, mediums and techniques to create designs.

**Assessment criteria**

The learner can:

- 4.1 create a **primary** and **secondary** colour wheel with colouring materials
- 4.2 create **gradations of primary colours** with colouring materials
- 4.3 create **accent colours**
- 4.4 create **marks** and lines using **mediums**
- 4.5 create **low relief** using mediums
- 4.6 make overlays
- 4.7 create contrast using **overlays**
- 4.8 create **visual texture** using mediums.

**Range/Guidance****Primary**

Magenta, cyan and yellow.

**Secondary**

Violet, green and orange

**Gradations of primary colours**

A colour ladder to show the central primary colour working out in stages to white and to black.

**Accent colours**

A small proportion of the complimentary colour adjacent to its primary

**Marks**

Contrasting lines, expressive lines, dots, dashes and similar drawn expressions.

**Mediums**

Wet mediums

eg Ink, paint and similar items.

Dry mediums

eg crayon, graphite, wax and similar items

**Low relief**

Low level 3D effects

**Overlays**

Transparent or translucent materials layered over underlying materials

**Visual texture**

eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

**Learning outcome**

The learner will:

5. be able to evaluate and record design work.

**Assessment criteria**

The learner can:

5.1 produce **records** of design ideas

5.2 **evaluate** results of design work.

**Range/Guidance****Records**

Written record

Visual record

The experimentations undertaken, or photographs where the life of the materials renders storage impractical.

**Evaluate**

Identify/record strengths and weaknesses of the designs undertaken.

## Unit 102

## Using sampling techniques for 2D/3D work

<b>UAN:</b>	F/505/6801
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	32

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to tools and equipment used for sampling techniques in 2D/3D work 1.2 list health and safety risks relating to materials used for sampling techniques for 2D/3D work 1.3 identify <b>tools, equipment and materials</b> used for sampling techniques for 2D/3D work 1.4 use tools, equipment and materials safely when sampling techniques used for 2D/3D work 1.5 describe the <b>care</b> of tools and equipment used for sampling techniques for 2D/3D work

<b>Range</b>
<b>Regulations</b> COSHH, Health and Safety at Work Act, PAT, General Product Safety Regulations
<b>Tools</b> Eg. Measuring tools, cutting tools, brushes, mark making tools
<b>Equipment</b> Eg. easels, drawing boards, cameras, computers, printers, studio equipment for glass, ceramics, wood, bookbinding, basketry or jewellery

**Materials**

Eg. Paper, card, drawing materials, colouring materials, adhesives, glass, clay, glazes, wood, cane, rush, willow, metal, stones  
Use tools, equipment and materials safely

**Care**

Daily use and maintenance eg care of tools, cleaning and storage, visual checks, use of PPE

**Learning outcome**

The learner will:

2. be able to prepare for sampling ideas and techniques for 2D/3D work

**Assessment criteria**

The learner can:

- 2.1 select tools and equipment to sample techniques and processes for 2D/3D work
- 2.2 **calculate quantities** of materials required
- 2.3 **prepare materials for use**

**Range/Guidance****Calculate quantities**

Eg. Measure accurately  
Calculate the amount of materials required for a technique or process

**Prepare materials for use**

Eg. Prepare surfaces for working a technique or processes  
Mix colouring materials

**Learning outcome**

The learner will:

3. be able to sample techniques for 2D/3D work

**Assessment criteria**

The learner can:

- 3.1 select materials
- 3.2 produce samples using a range of **techniques and processes**
- 3.3 **experiment** with materials and techniques to explore their potential using
  - a. colour
  - b. line
  - c. texture
- 3.4 record techniques and processes

**Range/Guidance****Techniques and processes**

The following as appropriate to the craft -

Eg. Drawing, application of colour, mark making, cutting, shaping, patterning, image manipulation, application of decorative techniques

**Experiment**

Create samples using techniques and processes to achieve the anticipated or desired result, avoiding damage. Record the processes using written and visual records – photographs or simple sketches.

<b>Learning outcome</b>
The learner will: 4. be able to evaluate and present samples
<b>Assessment criteria</b>
The learner can: 4.1 <b>evaluate</b> result of processes sampled 4.2 <b>present finished samples</b> in a style for display purposes

<b>Range/Guidance</b>
<b>Evaluate</b> Identify / record strengths and weaknesses of the techniques and sampling undertaken.
<b>Present finished samples</b> Present samples of techniques undertaken in an organised manner in a folio or similar



## **Unit 102            Using sampling techniques for 2D/3D work**

Supporting information

### **Guidance**

In this unit the candidate will experiment with and sample a range of ideas, techniques and processes related to 2D and 3D work. Consideration will be given to the presentation methods suited to displaying 2D/3D work. Health and Safety issues related to practice in 2D/3D work will also be covered

<b>UAN:</b>	D/505/6823
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	32

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to life drawing 1.2 identify <b>tools, equipment and materials</b> used for life drawing 1.3 describe the <b>care</b> of tools and equipment used for life drawing 1.4 use tools, equipment and materials safely when producing life drawings

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
<b>Tools</b> brushes, pens, pencil sharpener, craft knives, eraser, twigs, garden canes, colour shapers
<b>Equipment</b> easels, drawing boards, staple gun, props, lighting
<b>Materials</b> pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, paint, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials required to create life drawings

**Assessment criteria**

The learner can:

- 2.1 identify the **characteristics** of the materials used to create life drawings
- 2.2 identify different types of **coloured and textured papers** required for life drawings
- 2.3 state the different **techniques** used to create life drawings

**Range****Characteristics**

pencils – hardness, blending quality

charcoal – grades, blending quality

ink - translucency

chalks/pastels – hardness, types, blending quality

papers – tooth, texture, grade, grain, thickness, colour

fixative – hazardous, purpose

paints – translucency, opacity

**Coloured and textured Papers**

sugar

cartridge (light, medium, heavy)

pastel

newsprint

tinted (self/commercial)

textured (self/commercial)

**Techniques****Additive**

linear,

tonal – graduations

gestural - continuous line and brush drawing.

proportions, fore-shortening, shape, space

mark making, line & wash, hatching

**Reductive**

lifting out

wax resist

**Learning outcome**

The learner will:

3. be able to research life drawing techniques and contexts

**Assessment criteria**

The learner can:

- 3.1 **research** life drawing techniques
- 3.2 research life drawing contexts
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce experimental studies

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for experimental studies
- 4.3 produce **experimental studies** for life drawings using
  - a. colour
  - b. line
  - c. texture
- 4.4 record techniques and processes used to make experimental studies
- 4.5 estimate the cost and time required for experimental studies

**Range/Guidance****Experimental studies**

develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas, fore-shortening, proportion, tone

**Learning outcome**

The learner will:

5. be able to produce a series of life drawings

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 use selected mediums to produce a series of life drawings that follow a statement of intent
- 5.3 record the stages followed to produce a series of life drawings
- 5.4 **present** a series of life drawings
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a series of life drawings

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for a life drawing

**Present**

folio, display, hanging, framing, exhibition

**Cost sheet**

material costs

**Production timescale**

time taken to plan and produce a series of life drawings

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 103            Producing Life Drawings**

### Supporting information

#### **Guidance**

The learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

Work must be signed/dated, Life drawing/human study

## Unit 104

## Using drawing techniques for still life

<b>UAN:</b>	H/505/6824
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	33

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to still life drawing 1.2 identify <b>tools, equipment and materials</b> used for still life drawings 1.3 describe the <b>care</b> of tools and equipment used for still life drawings 1.4 use tools, equipment and materials safely when producing still life drawings

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Use of PPE: Relevant COSHH regulations for this unit
<b>Tools</b> pencil sharpener, craft knives, eraser
<b>Equipment</b> easels, drawing boards, staple gun
<b>Materials</b> pencils, charcoal, ink, chalks/pastels, supports, masking tape, fixative, papers, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials required to create still life drawings
<b>Assessment criteria</b>
The learner can: 2.1 identify the <b>characteristics</b> of the materials used to create still life drawings 2.2 identify different types of <b>papers</b> required for still life drawings 2.3 state the different <b>techniques</b> used to create still life drawings

<b>Range</b>
<p><b>Characteristics</b> pencils – hardness, blending quality charcoal – grades, blending quality ink - translucency chalks/pastels – hardness, types, blending quality papers – tooth, texture, grade, grain, thickness, colour fixative – hazardous, purpose</p> <p><b>Papers</b> sugar cartridge pastel water colour newsprint</p> <p><b>Techniques</b> <b>Additive</b> linear, tonal – graduations continuous line and pen drawing proportions, single point perspective, shape, space mark making, line &amp; wash, hatching</p> <p><b>Reductive</b> lifting out wax resist</p>

<b>Learning outcome</b>
The learner will: 3. be able to research still life drawing techniques and contexts



**Assessment criteria**

The learner can:

- 3.1 **research** still life drawing techniques
- 3.2 research still life drawing contexts
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

- 4. be able to produce experimental studies

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for **experimental studies**
- 4.3 produce experimental studies for still life drawings using
  - a. colour
  - b. line
  - c. texture
- 4.4 record techniques and processes used to make experimental studies
- 4.5 estimate the cost and time required for experimental studies

**Range/Guidance****Experimental studies**

develop original design ideas thumbnails, roughs, mark making, layering, collage, developed design ideas, single-point perspective proportion, tone, exterior, interior, still life

**Learning outcome**

The learner will:

- 5. be able to produce still life drawings

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**

- 5.2 use selected mediums to produce a still life drawing that follow a statement of intent
- 5.3 record the stages followed to produce still life drawings
- 5.4 **present** still life drawings
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** still life drawings

### **Range/Guidance**

#### **Statement of intent**

Written description which meets client requirements of the design for a still life drawing

#### **Present**

folio, display, hanging, framing, exhibition

#### **Cost sheet**

material costs

#### **Production timescale**

time taken to plan and produce a series of life drawings

#### **Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 104            Using drawing techniques for still life**

Supporting information

### **Guidance**

The learner should reflect and review their work throughout the process, keeping a record of their reflections eg an annotated sketchbook/journal.

## Unit 105

# Creating a design and presentation concept for a product

<b>UAN:</b>	<b>R/505/6933</b>
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	39

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials

### Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** related to developing design ideas
- 1.2 identify the **tools, equipment** and **materials** used for developing design ideas
- 1.3 identify the **care** of tools and equipment used for developing design ideas
- 1.4 use tools, equipment and materials safely when developing design ideas

### Range

#### Regulations

Health and Safety at Work Act, PAT testing. COSHH, Use of PPE: masks, gloves, safety glasses

#### Tools, Equipment

low tack masking tape, invisible tape, spray adhesive, cutting tools, cutting mat, steel and transparent rulers, adjustable set-square, light box, design materials eg colouring materials, pencils, paper

#### Materials

graphite pencils, coloured pencils, erasers, marker pens, pastels, black, white and coloured inks, brushes

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials and the techniques for developing design ideas

**Assessment criteria**

The learner can:

- 2.1 identify the **characteristics** of materials used for developing design ideas
- 2.2 identify different types of **grounds** used in developing design ideas
- 2.3 identify different **techniques** for developing design ideas

**Range****Characteristics**

Water soluble, bleed proof, solvent dilutable, blendable, flexible, multi-surface application, consistency, tonal range,, rendering abilities, electronic storage and access, transmission.

**Grounds**

paper – tracing, layout, marker, cartridge graph, card, printer - gloss and matt

acetate, foils, coloured and textured material, fabric

**Techniques**

1 and 2 point perspective drawings, sectional, pattern, exploded, hand rendered imagery i.e. grisaille, pencil, gouache, watercolour, thumbnail sketch, concept sketch, marker visual,

**Learning outcome**

The learner will:

3. be able to research developed design ideas and contexts

**Assessment criteria**

The learner can:

- 3.1 **research** developed design ideas
- 3.2 research developed design contexts
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

From primary and secondary sources, websites, books, journals, electronic media, digital media, Key product designers, exhibitions and shows, museums

**Logical Format**

Research presented in an organised manner e.g. folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce visuals and experimental drawings using developed design ideas

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for developing design ideas
- 4.3 produce **visuals** and **experimental drawings** using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.4 record techniques and processes used for experimental drawings
- 4.5 estimate the cost and time required for the development of design ideas

**Range/Guidance****Visuals and experimental drawings**

Develop original design ideas, thumbnails, roughs, concept visuals, developed design ideas using a range of media and design techniques

**Learning outcome**

The learner will:

5. be able to create designs for a product and presentation concept

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce **working drawings** for a product and presentation concept
- 5.3 record the stages followed to produce designs for a product
- 5.4 **present** a range of designs for a product
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** the completed design

**Range/Guidance****Statement of intent**

Written description which meets client requirements for the design and presentation of a product

**Working drawing**

Scaled working drawings of the product and presentation concept

**Present**

Display the product design eg folio, digital image, display, framing, mounted.

**Cost sheet**

Materials costs

**Production timescale**

Time taken to plan, prepare, make and finish the product design and presentation concept

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

# **Unit 105            Creating a design and presentation concept for a product**

## **Supporting information**

### **Evidence requirements**

1. Research the historical and contemporary context in which Developing design ideas and processes have developed to drive own practical work
2. Be able to use source material for development through Developing design ideas and processes
3. Be able to use combined materials, techniques and processes in Developing design ideas imagery.
4. Be able to develop finished products using Developing design ideas.

### **Unit Guidance**

Through studying this unit learners will develop knowledge and skills, working with Developing design ideas and processes, including the production of Research material and how this can be used in their own work. Problem solving, experimenting with and combining a range of media and exploring techniques and processes are all aspects that the artist or designer can experience in applying Developing design ideas and processes.

### **Guidance**

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources. There should be a clear integration of the basic principles of Drawing into Developing design ideas.

This unit has been designed to provide the opportunity for learners to develop their knowledge and skills in representing three dimensional objects as a drawing or suite of drawings by means of Developing design ideas conventions. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques.

At Level 1 the Learners will be encouraged to develop the themes and subject matter that will sustain the production of a suite of Developing design ideas from primary and secondary source material and directly related to their preferred subject specialism.



## Unit 106

## Using painting techniques

<b>UAN:</b>	M/505/6826
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	31

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to painting
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to painting 1.2 identify <b>tools, equipment and materials</b> used for painting 1.3 describe the <b>care</b> of tools and equipment used for painting 1.4 use tools, equipment and materials safely when producing paintings

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit
<b>Tools</b> brushes, paints (oil, watercolour, tempera, encaustic or acrylic media)
<b>Equipment</b> easels, mediums, supports
<b>Materials</b> resists, fixative, papers, paint, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the materials and techniques required to create paintings
<b>Assessment criteria</b>
The learner can: 2.1 identify different <b>materials</b> used for creating paintings 2.2 identify different types of <b>supports</b> used to create paintings 2.3 state the different <b>techniques</b> used to create paintings

<b>Range</b>
<b>Materials</b> mediums and paints (oil, watercolour, tempera, encaustic or acrylic media)
<b>Supports</b> canvas, board, paper
<b>Techniques</b> colour mixing, tonal variation, mark making,

<b>Learning outcome</b>
The learner will: 3. be able to research painting techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> painting techniques 3.2 research painting contexts 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce preliminary studies

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques for **preliminary studies**
- 4.3 produce preliminary studies for paintings using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.4 record techniques and processes used to make preliminary studies
- 4.5 estimate the cost and time required for preliminary studies

**Range/Guidance****Preliminary studies**

develop original ideas e.g. roughs, collages, developed design drawings/paintings towards a final painting

**Learning outcome**

The learner will:

5. be able to produce a finished painting

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 prepare selected materials in chosen medium
- 5.3 create a painting that follows a statement of intent
- 5.4 **present** a finished painting that follows a statement of intent
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a finished painting

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for a painting,

**Present**

display, hanging, framed, mounted, exhibition

**Cost sheet**

material costs

**Production timescale**

time taken to plan and produce a final painting

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

<b>UAN:</b>	<b>T/505/6827</b>
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	32

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools, equipment, materials for printmaking
<b>Assessment criteria</b>
The learner can:
1.1 identify health and safety <b>regulations</b> related to printmaking
1.2 identify <b>tools, equipment and materials</b> used for printmaking
1.3 describe the <b>care</b> of tools and equipment used for printmaking
1.4 use tools, equipment and materials safely when printmaking

<b>Range</b>
<b>Regulations</b> Risk assessment Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit
<b>Tools,</b> cutting tools, brushes, mark making implements
<b>Materials</b> found objects, printing inks, PVA, adhesives, paper
<b>Equipment</b> Rollers, brayers, presses, drying rack, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the materials and processes required to create prints
<b>Assessment criteria</b>
The learner can: 2.1 identify different <b>materials</b> used to create prints 2.2 identify the <b>processes</b> used to create prints 2.3 state the different <b>techniques</b> used to create prints

<b>Range</b>
<b>Materials</b> printing mediums, cardboard, lino, found objects, glass sheet different paper types– glossy, matt, tissue, textured
<b>Processes</b> Mono-printing, lino-cutting, dry-point
<b>Techniques</b> Intaglio – dry-point, linocut - positive and negative Relief – string prints, glue prints paper edges – manufactured, deckled spatial awareness of prints – borders, margins

<b>Learning outcome</b>
The learner will: 3. be able to research printmaking techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> printmaking techniques 3.2 research printmaking contexts 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to produce experimental prints
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for prints 4.3 produce samples of printmaking techniques using a. colour b. line c. texture d. shape 4.4 record techniques and processes used to make prints 4.5 estimate the cost and time required for prints

<b>Learning outcome</b>
The learner will: 5. be able to produce a collection of prints
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 prepare selected materials in chosen medium 5.3 create a collection of final prints that follows a statement of intent 5.4 <b>present</b> finished prints that follow a statement of intent 5.5 produce a <b>cost sheet</b> 5.6 produce <b>production timescales</b> 5.7 <b>evaluate</b> a completed collection of prints

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description which meets client requirements of the design for prints
<b>Present</b> Folio, display, framed, mounted, exhibited
<b>Cost sheet</b> material costs
<b>Production timescales</b> time taken to plan, prepare and complete prints
<b>Evaluate</b> Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 108

## Using computer generated imagery

<b>UAN:</b>	A/505/6828
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	26

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to computer generated imagery

### Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** related to digital imagery
- 1.2 identify **tools, equipment and materials** used for digital imagery
- 1.3 describe the **care** of tools and equipment used for digital imagery
- 1.4 use tools, equipment and materials safely when producing digital imagery

### Range/Guidance

#### Regulations

Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Display Screen Equipment Regulations

#### Tools

mount cutter, blades, graphics tablet, software programs

#### Equipment

computer, scanner, camera, printer

#### Materials

adhesives, papers, printer ink, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials required to create computer generated imagery
<b>Assessment criteria</b>
The learner can: 2.1 identify the <b>characteristics</b> of materials used to produce digital imagery 2.2 identify different types of <b>file formats</b> 2.3 identify the different <b>techniques</b> used to produce digital imagery 2.4 identify different <b>display</b> methods for producing digital imagery

<b>Range</b>
<b>Characteristics</b> digital formats – lossy, lossless papers – weight, finish inks – colours, proprietary, refills adhesives – spray, spread, dry mount
<b>File Formats</b> JPEG, TIFF, PSD
<b>Techniques</b> filters, layers, tools
<b>Display</b> printed, internet, electronic

<b>Learning outcome</b>
The learner will: 3. be able to research digital imagery techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> digital imagery techniques 3.2 research digital imagery contexts 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to produce visuals for computer generated imagery
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for digital imagery <b>visuals</b> 4.3 produce digital imagery visuals using a. colour b. line c. texture 4.4 <b>record</b> techniques and processes used to make visuals 4.5 estimate the cost and time required for producing digital imagery visuals

<b>Range/Guidance</b>
<b>Visuals</b> develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, montage, developed design ideas,
<b>Record</b> manipulated image techniques

<b>Learning outcome</b>
The learner will: 5. be able to produce and evaluate computer generated manipulated imagery
<b>Assessment criteria</b>
The learner can: 5.1 develop a <b>statement of intent</b> 5.2 produce a <b>concept drawing</b> 5.3 prepare selected materials 5.4 produce digital imagery that follows a statement of intent 5.5 record the stages followed to produce digital imagery 5.6 <b>present</b> digital images 5.7 produce a <b>cost sheet</b> 5.8 produce <b>production timescales</b> 5.9 <b>evaluate</b> a complete series of digital images

<b>Range/Guidance</b>
<b>Statement of intent</b> Written description which meets client requirements of the design for a computer generated image
<b>Concept drawing</b> must show the design influences of colour, line, texture, shape and form from source material.

**Present**

display digital imagery hanging, framing, electronic, exhibition, internet, printed

**Cost sheet**

material costs

**Production timescale**

time taken to plan, prepare, make and finish digital imagery

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 109

## Using mixed media techniques

<b>UAN:</b>	F/505/6829
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	31

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to mixed media work 1.2 identify the <b>tools, equipment and materials</b> used for mixed media work 1.3 describe the <b>care</b> of tools and equipment used for mixed media work 1.4 use tools, equipment and materials safely when producing mixed media work

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
<b>Tools</b> Craft knives, scissors, glue guns, brushes, spreaders, palette knives
<b>Equipment</b> Guillotine, press, easel
<b>Materials</b> Paper, card, wood, plastic, metals, foils, fabric, gesso, primer, paints, adhesives, pencils, crayons, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials and techniques required to create mixed media work

**Assessment criteria**

The learner can:

- 2.1 identify the **characteristics** of different types of mixed media materials
- 2.2 identify the different types of **support** used in mixed media work
- 2.3 identify different types of **techniques** for mixed media work

**Range****Characteristics**

Paper – grain, surface

Card – grain, surface, weight

Wood – grain, thickness

Plastic – Malleability, opacity, transparency

Metals – shim, malleability

Foils – malleability, patina

Fabric – grain, texture, weight

Gesso – surface texture, tactile

Primer - opacity

Paints – opacity, transparency, tone

Mark making media – tone, line, texture

Inks - opacity, transparency

Wax – melt point, resist

Adhesives – texture, adhesion

**Support**

paper

Card

Plastic

Wood

Metal

Canvas

**Techniques**

collage, texturing surfaces, low relief, printmaking, bonding, colouring

<b>Learning outcome</b>
The learner will: 3. be able to research mixed media techniques and contexts
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> mixed media techniques 3.2 research mixed media contexts 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media, key artists, exhibitions and shows, museums
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

<b>Learning outcome</b>
The learner will: 4. be able to produce visuals for mixed media work
<b>Assessment criteria</b>
The learner can: 4.1 select materials 4.2 use materials and techniques for mixed media <b>visuals</b> 4.3 produce mixed media visuals using a. colour b. line c. texture d. shape 4.4 record techniques and processes used to make visuals 4.5 estimate the cost and time required for mixed media work

<b>Range/Guidance</b>
<b>Visuals</b> Develop original design ideas thumbnails, roughs, mark making, painting, layering, collage, developed design ideas

**Learning outcome**

The learner will:

5. be able to create a piece of mixed media work

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce visuals of initial concept and design development
- 5.3 prepare selected materials
- 5.4 create piece of mixed media work that follows a statement of intent
- 5.5 record the stages followed to create mixed media work
- 5.6 **present** a piece of mixed media work
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed piece of mixed media work

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for a piece of mixed media work

**Present**

Display piece of mixed media work, hanging, framing, exhibition

**Cost sheet**

Materials costs

**Production timescale**

Time taken to plan, prepare, make and finish the piece of mixed media

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

# **Unit 109            Using mixed media                                  techniques**

## Supporting information

### **Guidance**

For this unit learners should have access to appropriately equipped creative studio spaces and be trained in the safe use of all resources. There should be a clear integration of the basic principles of Drawing into Mixed Media Techniques.

This unit has been designed to provide an opportunity for learners to develop their knowledge and skills in the various techniques of Mixed Media. Tutors will need to provide strong support in practical studio workshop sessions and closely direct learners in their research on artists, processes and techniques.

At Level 1 the Learners will be encouraged to develop imagery that builds in its dexterity and confidence in using a range of Mixed Media Techniques and culminates in a Final Piece based on evaluation of prior success.



## Unit 110

## Developing imagery within creative sketchbooks

<b>UAN:</b>	T/505/6830
<b>Level:</b>	1
<b>Credit value:</b>	3
<b>GLH:</b>	29

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to developing images in creative sketchbooks 1.2 identify <b>tools, equipment</b> and <b>materials</b> used for developing images in creative sketchbooks 1.3 describe the <b>care</b> of tools and equipment used 1.4 use tools, equipment and materials safely when developing images for creative sketchbooks
<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH, PPE
<b>Tools</b> Cutting tools Heat guns Pyrography tools Paint brushes Sponges
<b>Equipment</b> Guillotine Punches
<b>Materials</b> Design materials eg colouring materials, pencils, paper , design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials to create imagery within creative sketchbooks

**Assessment criteria**

The learner can:

- 2.1 identify **materials** used for developing images in creative sketchbooks
- 2.2 identify the **characteristics** of materials used for developing images in creative sketchbooks
- 2.3 identify **techniques** used to make images
- 2.4 identify types of **storage requirements** for creative sketchbooks

**Range****Materials**

Paper  
Card  
Design materials  
Adhesives

**Characteristics**

Flexibility  
Absorbancy  
Strength

**Techniques**

Add colour –paint, spray, sponge  
Add texture – gels, cutting, tearing, weaving, piercing, joining, pleating  
Stencil  
resist  
Rubbings  
Print -monoprints, block prints  
Repeat pattern  
Collage  
Trace  
Fold paper to create 3D structures

**Storage requirements**

long term storage of materials, storage during the development process, storage of the finished sketchbook

**Learning outcome**

The learner will:

3. be able to research and produce images within creative sketchbooks

**Assessment criteria**

The learner can:

- 3.1 **research** themes for creative sketchbooks
- 3.2 sketch **design ideas** for images in creative sketchbooks using
  - a. colour
  - b. line
  - c. texture
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

Research and collect a range of images and ideas eg current trends, libraries, websites, books, journals, exhibitions and shows, museums

**Design ideas**

Develop original ideas on a stated theme eg thumbnails, quick sketches, use of a material, style, technique, colour

**Logical format**

Research presented in an organised manner to present to an individual eg folio, sketch book

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample image making materials

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 **prepare** materials for developing images in creative sketchbooks
- 4.3 use materials to sample **techniques** and processes
- 4.4 **record** techniques used to make images
- 4.5 **estimate** the cost and time required to develop images in creative sketchbooks

**Range/Guidance****Prepare**

Cut paper  
Tear paper  
Colour surfaces

**Techniques**

Add colour –paint, spray

Add texture – gels, cutting, tearing, weaving, piercing, joining, pleating  
 Draw  
 Stencil  
 Use resist techniques  
 Rubbings  
 Print -monoprints, block prints  
 Repeat pattern  
 Collage  
 Trace  
 Fold paper to create 3D structures

**Record** with a brief description of techniques for samples produced  
 Keep written and visual evidence of experimental techniques

**Estimate**

Rough calculation of the cost and time needed to develop a creative sketchbook

**Learning outcome**

The learner will:

5. be able to develop the imagery within creative sketchbooks

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **develop** imagery within creative sketchbooks
- 5.3 **present** creative sketchbooks
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed creative sketchbook

**Range/Guidance**

**Statement of intent**

Brief description of the stated theme to satisfy stated client requirements. This must include the dimensions of the sketchbook

**Develop**

Use the selected design ideas and techniques

**Record**

Record the steps followed during the development process including any modifications eg note of modified drawings

**Present:**

Display the finished sketchbook

**Cost sheet**

Material costs

**Production timescales**

Time taken to plan, create, and finish the sketchbook

**Evaluate**

Identify / record strengths and areas for improvement of the design and process.

## Unit 111

# Creating experimental typography and calligraphy

<b>UAN:</b>	F/505/6832
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	36

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to typography and calligraphy
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to typography and calligraphy 1.2 identify <b>tools, equipment</b> and <b>materials</b> used for typography and calligraphy 1.3 describe the <b>care</b> of tools and equipment used for typography and calligraphy 1.4 use tools, equipment and materials safely when producing typography and calligraphy

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit
<b>Tools</b> pens - fibre tip, dip, brushes, markers, pencils, erasers, scalpels, knives, adhesive tape, type scales, rulers
<b>Equipment</b> cutting mats, drawing board, computer, tablet, software programmes
<b>Materials</b> inks, ink sticks, paint, metallic leaf, papers, layout pads, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the styles used in typography and calligraphy

**Assessment criteria**

The learner can:

- 2.1 identify different **typographic** and **calligraphic** styles
- 2.2 identify the **uses** of different styles in typography and calligraphy
- 2.3 identify different types of **writing surfaces**
- 2.4 identify key factors of the **design process**

**Range****Typographic**

serif

sans serif

italic

lower case

capitals

**Calligraphic**

display,

decorative

script

majuscules

minuscules

**Uses**

readability

emphasis

application

function

**Writing surfaces**

paper, card, clay, papyrus, bark, leaves, wood

**Design Process**

colour

spatial awareness

line

use

texture

**Learning outcome**

The learner will:

3. be able to research typographic and calligraphic techniques and contexts

**Assessment criteria**

The learner can:

- 3.1 **research** typographic and calligraphic techniques
- 3.2 research typographic and calligraphic contexts
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, typography and calligraphy specialists, exhibitions , museums

Evolutionary stages- cuneiform, hieroglyphic, Phoenician, Greek, Roman writing and carving

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce typographic and calligraphic visuals

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and styles for typographic visuals
- 4.3 use materials and styles for calligraphic visuals
- 4.4 produce **visuals** using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
  - f. spatial awareness
- 4.5 record techniques and processes used to make visuals
- 4.6 estimate the cost and time required for producing typographic and calligraphic visuals



**Range/Guidance****Visuals**

develop original design ideas thumbnails, sketches roughs, mark making

**Learning outcome**

The learner will:

5. be able to create stationery using typography and calligraphy

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a layout
- 5.3 prepare selected materials
- 5.4 produce stationery that follows a statement of intent
- 5.5 record the stages followed to produce stationery
- 5.6 **present** stationery
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** completed stationery

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for typographic and calligraphic work

**Present**

display stationery, electronic, exhibition, printed

**Cost sheet**

material costs

**Production timescale**

time taken to plan, prepare, make and finish stationery

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 111                      Creating experimental typography and calligraphy**

Supporting information

### **Guidance**

Samples developed using more than one font or lettering style together with a range of characteristics related to weight, colour, form to enhance a chosen design

Ensure a range of materials and techniques are used

Letter heading, business card, compliments slip

## **Unit 112                      Making Rings with a cabochon stone and decorative shank**

<b>UAN:</b>	J/505/6833
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	31

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to making a ring with a cabochon stone and decorative shank 1.2 identify <b>tools, equipment, materials</b> and techniques required to make a ring with a cabochon stone and decorative shank 1.3 describe the <b>care</b> of tools and equipment used for making a ring with a cabochon stone and decorative shank 1.4 use tools, equipment and materials safely when making a ring with a cabochon stone and decorative shank

<b>Range</b>
<b>Regulations:</b> Health and Safety at Work Act, PAT testing. PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
<b>Tools, equipment, materials</b> measuring, marking out, cutting, embossing, mark- making on metal, soldering, stone setting, polishing materials and equipment, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know materials and techniques for making cabochon stone rings with decorative shank
<b>Assessment criteria</b>
The learner can: 2.1 identify the different <b>materials</b> used in making cabochon stone rings with a decorative shank 2.2 identify the different <b>techniques</b> used to make cabochon stone ring with a decorative shank

<b>Range</b>
<b>Materials</b> wire and sheet, cabochon stone, hard solder, easy solder.
<b>Techniques</b> measuring marking out cutting filing annealing rolling mill embossing hammer textures soldering applied textures forming a band ring bezel making stone setting polishing materials and equipment

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts for making cabochon stone rings with a decorative shank
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making cabochon stone rings with a decorative shank 3.2 research contexts for making cabochon stone rings with a decorative shank 3.3 present research in a <b>logical format</b>

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials and techniques to make cabochon stone rings with a decorative shank

**Assessment criteria**

The learner can:

- 4.1 select **materials**
- 4.2 use materials and techniques to make a cabochon stone ring with a decorative shank
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
  - d. form
- 4.4 record **techniques** and processes used to make cabochon stone rings with a decorative shank
- 4.5 estimate the time and cost to make a cabochon stone rings with a decorative shank

**Range/Guidance****Materials**

wire and sheet, cabochon stone, hard solder, easy solder

**Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

**Techniques**

rolling mill embossing, hammer textures, applied textures, comment on techniques and materials sampled

**Learning outcome**

The learner will:

5. be able to make a cabochon stone ring with a decorative shank

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a working drawing
- 5.3 prepare selected materials
- 5.4 make cabochon stone ring with a decorative shank that follows a statement of intent
- 5.5 record the stages followed to make a cabochon stone ring with a decorative shank
- 5.6 **present** a cabochon stone ring with decorative shank
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed item

**Range/Guidance****Statement of intent**

Written description which meets client requirements of the design for a cabochon stone ring with a decorative shank

**Present**

folder of work, presentation box, exhibition

**Cost sheet**

material costs

**Production timescale**

time taken to plan and produce a cabochon stone ring with a decorative shank

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

# **Unit 112            Making Rings with a cabochon stone and decorative shank**

## Supporting information

### **Evidence requirements**

Annotated folder of work containing contextual research, mark-making explorations in wet and dry mediums, design sketches for ring with a cabochon stone and decorative shank, test pieces and prototypes, finished ring with a cabochon stone and decorative shank, technical notes, cost and timescale details and final written evaluation.

### **Unit Guidance**

The Learner will:

Transfer ring measurements onto a metal surface with scribe and dividers

Cut metal with a piercing saw to a prescribed line

Use a bench torch to heat metal to annealing temperature

Apply decorative surface with mark making techniques, tools and equipment

Form decorated metal into ring with mallet and mandrel

Cut and file edges ready to hard solder

Make a bezel for a cabochon stone, to follow the contour of the ring, using hard solder

Position and secure bezel onto decorated ring

Join bezel setting to ring using easy solder

Securely set cabochon stone using setting tool and burnishing tool

Use polishing equipment

### **Guidance**

Learners should develop research, design and making skills. Learners should be taught how to research and collect information to inform and inspire their work. Learners should explore and experiment with colour, line and texture on paper using wet and dry mediums and on metal using a range of techniques, tools and equipment. Learners should be taught to respect, use and care for jewellery tools and equipment observing relevant health and safety practice. Learners should comment on their work and working process, in the form of sketchbook annotation, written notes and verbal feedback.

## Unit 113

## Making Pendants

<b>UAN:</b>	L/505/6834
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	32

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to making pendants 1.2 identify <b>tools, equipment and materials</b> required to make pendants 1.3 describe the <b>care</b> of tools and equipment used for making pendants 1.4 use tools, equipment and materials safely when making pendants

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit
<b>Tools, equipment, materials</b> Cutting, scribing, shaping, forming, smoothing, drilling, mark making measuring, marking out, embossing, mark- making on metal, soldering, rolling mill, polishing materials and equipment, patination, use of synthetics , design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks



<b>Learning outcome</b>
The learner will: 2. know materials and techniques for making pendants
<b>Assessment criteria</b>
The learner can: 2.1 describe the materials used in making pendants a. metals b. synthetics c. natural materials 2.2 describe the different <b>techniques</b> used to make pendants

<b>Range</b>
<b>Techniques</b> measuring, marking out, cutting, piercing, drilling, filing, soldering surface finishing methods - use of abrasives and polishing cold connection methods - riveting, tabs, tap and die patination methods – oxidisation, verdigris methods of attachment – bail, jump ring, integrated channel

<b>Learning outcome</b>
The learner will: 3. be able to research techniques and contexts for making pendants
<b>Assessment criteria</b>
The learner can: 3.1 <b>research</b> techniques for making pendants 3.2 research contexts for making pendants 3.3 present research in a <b>logical format</b>

<b>Range/Guidance</b>
<b>Research</b> from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums
<b>Logical Format</b> research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce samples for pendants

**Assessment criteria**

The learner can:

- 4.1 select **materials**
- 4.2 use materials and techniques to make pendants
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.4 record techniques and processes used to make pendants
- 4.5 estimate the time and cost to make pendants

**Range/Guidance****Materials**

measuring, marking out, cutting, piercing, drilling, filing  
surface finishing methods - use of abrasives and polishing  
cold connection methods - riveting, tabs  
patination methods – oxidation, verdigris

**Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

**Learning outcome**

The learner will:

5. be able to produce and evaluate pendants

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make a pendant that follows a statement of intent
- 5.5 **record** the stages followed to make a pendant
- 5.6 **present** a pendant
- 5.7 **produce a cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed pendant

**Range/Guidance****Statement of intent**

Written description of the suggested design which satisfies client requirements

**Working drawing**

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

**Record** the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

**Present:** display the finished pendant

**Production Cost sheet**

Material costs,

**Production Timescales**

time taken to plan, produce and complete the pendant

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## **Unit 113            Making Pendantss**

### Supporting information

#### **Guidance**

Prison compatible, possibly - everything can be done without the use of fire, but still needs tools and equipment which might be considered unsuitable in prisons

## Unit 114

## Making sculptured items

<b>UAN:</b>	Y/505/6934
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	37

<b>Learning outcome</b>
The learner will: 1. know how to work safely and effectively using tools and equipment for making sculptured items
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to tools and equipment for making sculptured items 1.2 identify health and safety <b>risks</b> relating to media used in sampling theme/ideas for sculpture 1.3 identify the <b>care</b> of tools and equipment 1.4 use tools equipment and materials safely when making sculptured items

<b>Range/Guidance</b>
<b>Regulations</b> COSHH. Health and Safety at Work Act. PAT testing Complete an inventory identifying all hazardous substances used to make sculpture. Tools and equipment Modelling Carving Constructing Chosen Media for interpreting theme/ideas
<b>Risks</b> Inhalation - wood dust, plaster dust, Use of sharp tools and wire
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the characteristics of sculptural materials
<b>Assessment criteria</b>
The learner can: 2.1 identify <b>characteristics</b> of a range of <b>tools</b> and materials for making sculptured items 2.2 identify the relevant tools for making sculptured items 2.3 identify materials for making sculptured items

<b>Range</b>
<b>Characteristics</b> Maleability, strength
<b>Tools</b> Carving: plaster, polystyrene, insulation block. Modelling: clay, plaster, wire, synthetic clay, papier mache Constructing: mixed media, wood, metal, plastic, textiles, cardboard, paper, wire

<b>Learning outcome</b>
The learner will: 3. be able to research contextual influences on sculptural forms
<b>Assessment criteria</b>
The learner can: 3.1 identify current trends 3.2 <b>research</b> sculptural forms 3.3 present research in a logical format

<b>Range/Guidance</b>
<b>Research</b> From primary and secondary source material, Sculptors, the natural and manmade environments; websites; books, journals, exhibitions, shows, and museums.  Research presented in an organised manner, eg folio, sketchbook electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare and experiment with materials and techniques

**Assessment criteria**

The learner can:

- 4.1 **develop** a range of 2D ideas based on a selected theme incorporating
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.2 select sculptural materials and tools
- 4.3 experiment with a range of materials to make maquettes
- 4.4 **record** techniques and processes used to make maquettes
- 4.5 estimate the cost and time required to make experiments

**Range/Guidance**

Produce own ideas relating to both representational and abstract forms

**Develop** original ideas from primary and secondary source materials which relate to both figurative and abstract forms

Maquettes: representational and abstract

**Record** results of experiments used to make completed maquettes  
Estimate: Rough calculation of the time needed and cost to make maquettes

**Learning outcome**

The learner will:

5. be able to create sculpted items

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 select 2D ideas for 3D sculptured items
- 5.3 prepare selected materials for sculpted items
- 5.4 make sculpted items
- 5.5 **record** the stages followed to make sculpted items
- 5.6 **present** sculpted items
- 5.7 produce **cost sheets**
- 5.8 produce **production timescales**
- 5.9 **evaluate** completed sculpted items

**Range/Guidance**

**Statement of intent:** A written description of the intended theme, working drawings, methods of making which satisfies client requirements.

**Record:** The steps followed during the complete process including any modifications eg photographic or written

**Present:** Photograph and display with the complete body of work

**Cost sheet:** Materials used

**Production timescale:** time taken to plan, prepare and make the sculptural form

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Unit 114      Making sculpted items

### Supporting information

#### Guidance

Guidance:

Select a theme/ idea, research theme/idea in relation to other artists

Make a series of sketches

Make two working drawings: one for a representational form and one for an abstract form

Select, sculptural materials, two from each area of technique

**Carving:** Wood, Stone, plaster, polystyrene

**Modelling:** clay, plaster, wire, synthetic clay, papier mache

**Constructing:** mixed media, wood, metal, plastic, cardboard, paper, wire

Select tools

Make a series of, no fewer than 6, maquettes

Evaluate the whole unit of work demonstrating strengths and areas for improvement

Cost

Timescale

## Unit 115

## Making wooden items

<b>UAN:</b>	R/505/6835
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	32

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to making wooden items 1.2 identify <b>tools, equipment and materials</b> used for making wooden items 1.3 describe the <b>care</b> of tools and equipment used for making wooden items 1.4 use tools, equipment and materials safely when making wooden items

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Tools, equipment and materials</b> eg. soft woods, hard woods, MDF, adhesives, cutting, shaping and smoothing tools, hammers, screw drivers, fasteners, wood effect stains, sealants, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials used to make small wooden items

**Assessment criteria**

The learner can:

- 2.1 identify **materials** used to make small wooden items
- 2.2 identify **characteristics** of materials used to make small wooden items
- 2.3 identify different types of **techniques and processes** used to make small wooden items
- 2.4 list **storage requirements** for materials

**Range****Materials**

Soft wood, hard wood, MDF wood, adhesive, stains and sealants

**Characteristics**

Strength, durability, adhesive strength, absorbency

**Techniques**

eg. cut joints – mitre, butt, dowel, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, check for square/true/flat, prepare surfaces for a suitable finish – natural wood effect, stain, colour, sealant, wax

**Storage requirements**

long term storage of materials, storage during the making process, storage of the finished item

**Learning outcome**

The learner will:

3. be able to research and produce designs for making wooden items

**Assessment criteria**

The learner can:

- 3.1 **research** designs for wooden items
- 3.2 sketch own **design ideas** to show the use of
  - a. colour
  - b. line
  - c. texture
  - d. form
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

Research and collect a range of images eg current trends, websites, books, journals, exhibitions and shows

**Design ideas**

Develop original ideas eg thumbnails, quick sketches

**Logical format**

Research presented in an organised manner to present to an individual eg folio, sketch book

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials for making wooden items

**Assessment criteria**

The learner can:

- 4.1 select materials for a chosen design
- 4.2 **prepare** materials to make wooden items
- 4.3 use materials to sample techniques and processes for making wooden items
- 4.4 record **techniques and processes** used to make samples
- 4.5 **estimate** the cost and time required to make wooden items

**Range/Guidance****Prepare**

eg. select material free from obvious defects, measure accurately, mark out

**Techniques and Processes:**

eg. cut joints – mitre, mortice and tenon, butt, dowel, check by dry assembly, make joints, use adhesives and fixings – screws, panel pins, smooth and clean surfaces, check for square/true/flat, prepare surfaces for a suitable finish – wood effect stain, sealant, wax

Record with a brief description of techniques for samples produced

Keep written and visual evidence of experimental techniques

**Estimate**

Rough calculation of the cost and time needed to make a small wooden item

**Learning outcome**

The learner will:

5. be able to create wooden items

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a working drawing
- 5.3 **create** a wooden item
- 5.4 **present** a wooden item
- 5.5 produce a **cost sheet**
- 5.6 produce **production timescales**
- 5.7 **evaluate** a completed wooden item

**Range/Guidance****Statement of intent**

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the item to be made

**Create**

Use the selected woodworking techniques to make a folio of samples  
Record the steps followed during the making process including any modifications eg photographic, written.

**Present:**

Photograph and display the finished wooden item

**Cost sheet:**

Material costs

**Production timescales**

Time taken to plan, create, and finish the wooden item

**Evaluate:**

Identify / record strengths and areas for improvement of the design and process.

## Unit 116

# Using Hand building, surface decoration and glazing techniques

<b>UAN:</b>	Y/505/6836
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	34

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to hand building 1.2 identify <b>tools, equipment and materials</b> used to hand build 1.3 describe the <b>care</b> of tools and equipment used for hand building 1.4 use tools and equipment safely to hand build

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Safe wet cleaning of work stations
<b>Tools</b> Cutting wires, modelling tools, paddles, brushes, scrapers, mark making tools, texturing tools, sponges, rolling pins and guides
<b>Equipment</b> Turn tables, kiln, kiln furniture, press-mould
<b>Materials</b> Clay - earthenware, stoneware Glazes - earthenware, stoneware
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of clays, surface decoration and glazes to be used for hand building

**Assessment criteria**

The learner can:

- 2.1 identify **characteristics** of different types of clays
- 2.2 identify different **types** of ceramic media for surface decoration
- 2.3 identify **techniques** for hand building
- 2.4 list **processes** for hand building
- 2.5 state the importance of **firing procedures**
- 2.6 identify **storage requirements** for clay work

**Range****Characteristics**

Plasticity applies to all clays

Red earthenware – colour, texture, grogged

Stoneware – colour, texture, strength, grogged

**Types**

Slips, oxides

Glazes: transparent, opaque

**Techniques**

Coiling, slabbing

**Processes**

Clay preparation – kneading, wedging

use of clay techniques - coiling, slabbing, joining

storage – maintaining workability of clay over time

surface decoration – coloured slips, oxides, textured, mark making

finishing techniques – scraping, smoothing

drying stages

biscuit firing

glazing – pouring, sponging, painting, dipping

glaze firing

**Firing procedures**

Dryness of clay

Biscuit Fire - Slow temperature build ( to 600c)

Maximum temperature

Firing log

**Storage requirements**

Maintaining Dampness

Re-cycling

**Learning outcome**

The learner will:

3. be able to research contextual influences on hand building

**Assessment criteria**

The learner can:

- 3.1 describe current trends
- 3.2 **research** hand built ceramic forms
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

key designer makers who are inspired by the natural or industrial environment

using primary and secondary sources, websites, books, journals, electronic media, digital media, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to produce hand built samples

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to produce hand built samples
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required for producing hand built samples

**Range/Guidance****Samples**

develop original design ideas thumbnails, sketches roughs, mark making, developed design ideas,

**Record**

steps for producing visuals



**Learning outcome**

The learner will:

5. be able to make a hand built ceramic form with surface decoration

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 make the hand built ceramic form with surface decoration that follows a statement of intent
- 5.5 **record** the stages followed to make a hand built ceramic form with surface decoration
- 5.6 **present** the hand built ceramic form with surface decoration
- 5.7 **produce a cost sheet**
- 5.8 produce a **production timescale**
- 5.9 **evaluate** the hand built ceramic form with surface decoration

**Range/Guidance****Statement of intent**

Written description of the suggested design which satisfies client requirements

**Working drawing**

Sketch of the piece indication, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas

**Record**

the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

**Present:**

display the finished hand-built ceramic form with decoration

**Production Cost sheet**

Material costs,

**Production Timescales**

time taken to plan, produce and complete hand-built ceramic form with decoration

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

# Unit 116      Using Hand building, surface decoration and glazing techniques

## Supporting information

### Guidance

- Assessment methodology:
- Statement of intent,
- 2D research
- Coloured sketches for original ideas,
- Samples of making techniques
- Maquettes of hand building techniques
- Evaluation
- Presentation
- Make:

Make hand-built ceramic form using each of the techniques for hand building which are no less than 15cm in one direction: coiling, slabbing, with a selected surface decoration: slips underglaze colours and glaze, Fire the work to a selected temperature at biscuit and final firing.

## Unit 117

# Using throwing, open forms, surface decoration and glazing techniques

<b>UAN:</b>	D/505/6837
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	33

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> relating to throwing 1.2 identify <b>tools, equipment and materials</b> used for throwing 1.3 describe the <b>care</b> of tools and equipment used when throwing 1.4 use tools and equipment safely when throwing

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Safe wet cleaning of work stations
<b>Tools</b> Cutting wires, clay knives, , brushes, scrapers, texturing tools, sponges, turning tools, pin
<b>Equipment</b> Wheels, Kiln, kiln furniture
<b>Materials</b> Clay - earthenware, stoneware Glazes - earthenware, stoneware
<b>Care</b> Daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of clays, surface decoration and glazes to be used for thrown items

**Assessment criteria**

The learner can:

- 2.1 identify **characteristics** of different types of clays
- 2.2 identify different **types** of ceramic media for surface decoration
- 2.3 identify **techniques** for throwing
- 2.4 list **processes** for throwing
- 2.5 state the importance of **firing procedures**
- 2.6 identify **storage requirements** for clay work

**Range****Characteristics**

Plasticity applies to all clays

Red earthenware – colour, texture, grogged

Stoneware – colour, texture, strength, grogged

**Types**

Slips, oxides

Glazes: transparent, opaque

**Techniques**

Centring, collaring, opening out, trimming of rims

**Processes**

Clay preparation – kneading, wedging

Throwing- different stages

storage – maintaining workability of clay over time

surface decoration – coloured slips, oxides, textured, mark making

finishing techniques – Turning – refining form and producing a footring

drying stages

biscuit firing

glazing – pouring, sponging, painting, dipping

glaze firing

**Firing procedures**

Dryness of clay

Biscuit Fire - Slow temperature build ( to 600c)

Maximum temperature

Firing log

**Storage requirements**

Maintaining Dampness

Re-cycling

**Learning outcome**

The learner will:

3. be able to research contextual influences on thrown forms

**Assessment criteria**

The learner can:

- 3.1 describe current trends
- 3.2 **research** thrown ceramic forms
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare clay, prepare the wheel, and make thrown samples

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and **techniques** and **processes** to produce thrown samples
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
  - d. shape
  - e. form
- 4.4 record techniques and processes used to make samples
- 4.5 estimate the time and cost to produce samples

**Range/Guidance****Techniques**

Centring, collaring, opening out, trimming of rims

**Processes**

Clay preparation – kneading, wedging

Throwing

Turning

Storage

Surface decoration

Finishing techniques

Drying

Biscuit firing

Glazing

Glaze firing

**Samples**

Thrown test pots - simple bowls and cylinders

**Learning outcome**

The learner will:

5. be able to make a thrown ceramic form with surface decoration

**Assessment criteria**

The learner can:

5.1 develop a **statement of intent**

5.2 produce a **working drawing**

5.3 prepare selected materials

5.4 make the thrown ceramic form with surface decoration that follows a statement of intent

5.5 **record** the stages followed to make a thrown ceramic form with surface decoration

5.6 **present** the thrown ceramic form with surface decoration

5.7 produce a **cost sheet**

5.8 produce a **production timescale**

5.9 **evaluate** the thrown ceramic form with surface decoration

**Range/Guidance****Statement of intent**

Written description of the suggested design which satisfies client requirements

**Working drawing**

Sketch of the piece indicating, shape, form, surface decoration, dimensions, colour, exploded drawing of any detailed areas

**Record** the steps followed during the construction process including any adjustments e.g. stage photographs and notation electronic presentation

**Present**

display the finished thrown ceramic form with decoration

**Cost sheet**

Material costs

**Production Timescales**

time taken to plan, produce and complete thrown ceramic form with decoration

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

## Unit 118

## Making a multi section sewn journal

<b>UAN:</b>	H/505/6838
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	34

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials related to making multi section sewn journals
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to making multi section sewn journals 1.2 identify <b>tools, equipment</b> and <b>materials</b> used for making multi section sewn journals 1.3 describe the <b>care</b> of tools and equipment used for making multi section sewn journals 1.4 use tools, equipment and materials safely when making multi section sewn journals

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Tools, equipment and materials</b> Papers, boards, book cloth, cutting tools, bone folders, prickers, dividers, needles, thread, presses, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks:



**Learning outcome**

The learner will:

2. know the characteristics of materials used to make a multi section sewn journal

**Assessment criteria**

The learner can:

- 2.1 identify types of **materials** used to make a multi section sewn journals
- 2.2 identify characteristics of materials used to make multi section sewn journals
- 2.3 identify **storage requirements** for bookbinding materials

**Range****Materials**

Papers – plain, marbled, weight, grain

Archival quality

Boards – different thicknesses

Thread

Finishing techniques

Pressing

**Storage requirements**

long term storage of materials, storage during the making process, storage of the finished book

**Learning outcome**

The learner will:

3. be able to research and produce designs for a multi section sewn journal

**Assessment criteria**

The learner can:

- 3.1 **research** designs for multi section sewn journals
- 3.2 sketch **own design ideas** for multi section sewn journals to show the use of
  - a. colour
  - b. line
  - c. texture
- 3.3 present research in a **logical format**

<b>Range/Guidance</b>
<p><b>Research</b> Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Design ideas</b> Develop original ideas eg thumbnails, quick sketches, use of a style, technique, colour, size, use of decorative papers</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book</p>

<b>Learning outcome</b>
The learner will:
4. be able to plan, prepare and sample materials for making multi section sewn journals
<b>Assessment criteria</b>
The learner can:
4.1 select materials for a chosen design
4.2 <b>prepare</b> materials for multi section sewn journals
4.3 use materials to sample techniques and processes to make multi section sewn journals
4.4 record <b>techniques and processes</b> used to make samples
4.5 <b>estimate</b> the cost and time required to make a multi section sewn journals

<b>Range/Guidance</b>
<p><b>Prepare</b> Eg check grain, cut accurately square edges.</p> <p><b>Techniques and Processes:</b> Sample using papers in the range of 90-130 gms in weight. measure accurately determine the grain of paper make torn and cut edges prepare signatures using adhesives sewing book blocks – single section, multi section, single leaves make the following types of endpapers - tipped on single folds, wrap around pamphlet style make a cover case the book block into the cover Record with a brief description of techniques for samples produced Keep written and visual evidence of experimental techniques</p> <p><b>Estimate</b> Rough calculation of the cost and time needed to make a multi section sewn journal</p>

**Learning outcome**

The learner will:

5. be able to make a multi section sewn journal

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **create** a multi section sewn journal
- 5.3 **present** a multi section sewn journal
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed multi section sewn journal

**Range/Guidance****Statement of intent**

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the book to be made

**Create**

Use the selected bookbinding techniques to make a folio of samples  
Record the steps followed during the bookbinding process including any modifications eg photographic, written.

**Present:**

Photograph and display the finished multi section sewn journal

**Cost sheet:**

Material costs

**Production timescales**

Time taken to plan, create, and finish the multi section sewn journal

**Evaluate:**

Identify / record strengths and areas for improvement of the design and process.

## Unit 119

# Making a multi section photograph album with slip case

**UAN:** K/505/6839

**Level:** 1

**Credit value:** 4

**GLH:** 33

### Learning outcome

The learner will:

1. be able to work safely and effectively using tools, equipment and materials related to a multi section photograph album with slip case

### Assessment criteria

The learner can:

- 1.1 identify health and safety **regulations** related to making a multi section photograph album with slip case
- 1.2 identify **tools, equipment** and **materials** used for making a multi section photograph album with slip case
- 1.3 describe the **care** of tools and equipment used for making a multi section photograph album with slip case
- 1.4 use tools, equipment and materials safely when making a multi section photograph album with slip case

### Range

#### Regulations

Health and Safety at Work Act, PAT, COSHH

#### Tools, equipment and materials

Papers, card stock, book cloth, cutting tools, bone folders, prickers, dividers, needles, thread, presses, design materials eg colouring materials, pencils, paper

#### Care

daily use and maintenance e.g. care, cleaning and storage, visual checks

**Learning outcome**

The learner will:

2. know the characteristics of materials used to make a multi section photograph album with slip case

**Assessment criteria**

The learner can:

- 2.1 identify types of **materials** used to make a multi section photograph album with slip case
- 2.2 identify characteristics of a range of materials used to make a multi section photograph album with slip case
- 2.3 identify **storage requirements** for making a multi section photograph album with slip case
- 2.4 identify standard sizing and the mathematics of assessing economical use of paper and materials

**Range****Materials**

Papers – plain, marbled, weight, grain

Archival quality

board – thickness

guards eg separate compensation, integral compensation, linen guards

Thread

Finishing techniques - pressing

**Storage requirements**

long term storage of materials, storage during the making process, storage of the finished book

**Learning outcome**

The learner will:

3. be able to research and produce designs for multi section photograph albums with slip cases

**Assessment criteria**

The learner can:

- 3.1 **research** designs for multi section photograph albums with slip cases
- 3.2 sketch **own design ideas** for multi section photograph albums with slip cases to show the use of
  - a. colour
  - b. line
  - c. texture
- 3.3 present research in a **logical format**

<b>Range/Guidance</b>
<p><b>Research</b> Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Design ideas</b> Develop original ideas eg thumbnails, quick sketches, use of a style, technique, colour, size, use of decorative papers</p> <p><b>Logical format</b> Research presented in an organised manner to present to an individual eg folio, sketch book</p>

<b>Learning outcome</b>
The learner will:
4. be able to plan, prepare and sample materials for making multi section photograph albums with slip cases
<b>Assessment criteria</b>
The learner can:
4.1 select materials for a chosen design
4.2 <b>prepare</b> materials for a multi section photograph album with slip case
4.3 use materials to sample techniques and processes
4.4 record <b>techniques and processes</b> used to make samples
4.5 estimate the cost and time required to make a multi section photograph album with slip case

<b>Range/Guidance</b>
<p><b>Prepare</b> Eg check grain, cut accurately square edges.</p> <p><b>Techniques and Processes:</b> Samples can be worked in sugar paper or equivalent for economy, where appropriate. measure accurately determine the grain of paper cut edges prepare signatures with guards apply adhesives sewing book blocks – multi section make the following types of endpapers - tipped on single folds, sewn on endpapers tipping in protective tissues inserting ribbon markers and machine- made headbands make a cover case the book block into the cover make a slip case Record with a brief description of techniques for samples produced Keep written and visual evidence of experimental techniques</p>

**Estimate**

Rough calculation of the cost and time needed to make a multi section photograph album with simple slip case

**Learning outcome**

The learner will:

5. be able to create a multi section photograph album with a slip case

**Assessment criteria**

The learner can:

5.1 develop a **statement of intent**

5.2 **create** a multi section photograph album with a slip case

5.3 **present** a multi section photograph album with a slip case

5.4 produce a **cost sheet**

5.5 produce **production timescales**

5.6 **evaluate** a completed multi section photograph album with a slip case

**Range/Guidance****Statement of intent**

Brief description of suggested design to satisfy stated client requirements. This must include a working drawing of the book to be made

**Create**

Use the selected bookbinding techniques to make a folio of samples  
Record the steps followed during the bookbinding process including any modifications eg photographic, written.

**Present:**

Photograph and display the finished multi section photograph album with a simple slip case

**Cost sheet:**

Material costs

**Production timescales**

Time taken to plan, create, and finish the multi section photograph album with a simple slip case

**Evaluate**

Identify / record strengths and areas for improvement of the design and process.

## Unit 120

## Making a round basket

<b>UAN:</b>	D/505/6840
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	34

<b>Learning outcome</b>
The learner will: 1. be able to work safely and effectively using tools, equipment and materials for making a round basket
<b>Assessment criteria</b>
The learner can: 1.1 identify health and safety <b>regulations</b> related to making a round basket 1.2 identify <b>tools</b> , equipment and <b>materials</b> used for making a round basket 1.3 describe the <b>care</b> of tools and equipment used making a round basket 1.4 use tools, equipment and materials safely when making a round basket

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT, COSHH
<b>Tools</b> Cutting tools
<b>Materials</b> Cane, rush, willow, cutting tools, water containers, design materials eg colouring materials, pencils, paper
<b>Care</b> daily use and maintenance e.g. care, cleaning and storage, visual checks

<b>Learning outcome</b>
The learner will: 2. know the characteristics of materials used for making a round basket
<b>Assessment criteria</b>



<p>The learner can:</p> <p>2.1 identify types of <b>materials and techniques</b> used for making a round basket</p> <p>2.2 identify <b>characteristics</b> of a range of materials used for making a round basket</p> <p>2.3 identify <b>storage</b> requirements for making a round basket</p>
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<p><b>Range</b></p> <p><b>Materials</b></p> <p>Cane</p> <p>Rush</p> <p>Willow</p> <p>Paper</p> <p>Card</p> <p>Art materials</p> <p>Adhesives</p> <p><b>Techniques</b></p> <p>Add colour</p> <p>Bases – round</p> <p>weaves – paring, stake and strand, waling, check weave</p> <p>borders – trac, rod, thread-away</p> <p>finishing techniques – trimming, picking off</p> <p><b>Characteristics</b></p> <p>Flexibility</p> <p>Maleability</p> <p>Strength</p> <p><b>Storage requirements</b></p> <p>long term storage of materials, storage during the development process, storage of the basket</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>3. be able to research and produce designs for round baskets</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>3.1 <b>research</b> designs for baskets</p> <p>3.2 sketch <b>own design ideas</b> for baskets to show the use of</p> <p style="padding-left: 20px;">a. colour</p> <p style="padding-left: 20px;">b. line</p> <p style="padding-left: 20px;">c. texture</p> <p>3.3 present research in a <b>logical format</b></p>

<p><b>Range/Guidance</b></p> <p><b>Research</b></p>
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<p>Research and collect a range of images eg current trends, libraries, websites, books, journals, exhibitions and shows, museums</p> <p><b>Design ideas</b></p> <p>Develop original ideas eg thumbnails, quick sketches, use of a material, style, technique, colour</p> <p><b>Logical format</b></p> <p>Research presented in an organised manner to present to an individual eg folio, sketch book</p>
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<p><b>Learning outcome</b></p> <p>The learner will:</p> <p>4. be able to plan, prepare and sample materials for making a round basket</p>
<p><b>Assessment criteria</b></p> <p>The learner can:</p> <p>4.1 select materials for a chosen design</p> <p>4.2 <b>prepare</b> materials for making a round basket</p> <p>4.3 use materials to sample <b>techniques</b> and processes when making a round basket</p> <p>4.4 record techniques and <b>processes</b> used to make samples</p> <p>4.5 <b>estimate</b> the cost and time required to develop a round basket</p>

<p><b>Range/Guidance</b></p> <p><b>Prepare</b></p> <p>Eg Soak the materials Colour materials</p> <p><b>Techniques</b></p> <p>Eg. Add colour Bases – round weaves – paring, stake and strand, waling, check weave borders – trac, rod, thread-away finishing techniques – trimming, picking off</p> <p><b>Processes</b></p> <p>Record with a brief description of techniques for samples produced Keep written and visual evidence of experimental techniques</p> <p><b>Estimate</b></p> <p>Rough calculation of the cost and time needed to design and make a round basket</p>
--

**Learning outcome**

The learner will:

5. be able to make a round basket

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 **make** a round basket
- 5.3 **present** a round basket
- 5.4 produce a **cost sheet**
- 5.5 produce **production timescales**
- 5.6 **evaluate** a completed round basket

**Range/Guidance****Statement of intent**

Brief description of suggested theme to satisfy stated client requirements. This must include the dimensions of the basket

**Make**

Use the selected design techniques to make the basket

Record the steps followed during the development process including any modifications

**Present**

Display the finished basket

**Cost sheet:**

Material costs

**Production timescales**

Time taken to plan, design and make the basket

**Evaluate**

Identify / record strengths and areas for improvement of the design and process.

<b>UAN:</b>	M/505/6843
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	34

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can:
1.1 identify health and safety <b>regulations</b> related to <b>warm glass work</b>
1.2 identify <b>tools, equipment and materials</b> used for warm glass work
1.3 describe the <b>care</b> of tools and equipment used for making warm glass items
1.4 use tools, equipment and materials safely when producing warm glass items

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
<b>Warm glass work</b> Glass work that is made by kiln firing, kiln fired panel, slumped glass vessel.
<b>Tools</b> Glass cutter, breaking and grozing pliers, glass smasher
<b>Equipment</b> Kiln, grinder
<b>Materials</b> Sheet glass, frits, stringers, confetti, enamels, separator, fibre papers, paint, pencils, design materials eg colouring materials, pencils, paper
<b>Care</b>

Daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the materials and techniques required to create warm glass work

### Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of a range of materials used to create warm glass work
- 2.2 identify the different **decorative techniques** used in warm glass work
- 2.3 identify the **storage requirements** for a range of materials used for warm glass work

### Range

#### Characteristics

Sheet glass – opacity, transparency

Frits – grain size

Stringers – Malleability

Confetti – size and thickness

Enamels - opacity, transparency

#### Decorative techniques

Slumping, Frits, Stringers, Confetti, Enamels,

Inclusions - Copper mesh, sheet and wire, aluminium mesh and sheet, organic materials

#### Storage Requirements

Sheet glass – vertically stored in a cupboard/rack

Frits – dust-proof jars

Enamels – air-tight container

Fibre papers – flat and dry

Separators – dust-proof containers

### Learning outcome

The learner will:

3. be able to research techniques and contexts for warm glass work

### Assessment criteria

The learner can:

- 3.1 **research** techniques for warm glass work
- 3.2 research contexts for warm glass work
- 3.3 present research in a **logical format**

**Range/Guidance****Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials and techniques for warm glass work

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to make warm glass samples
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make warm glass samples

**Range/Guidance****Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

**Record**

Glass decorative techniques, kiln firing schedules

**Learning outcome**

The learner will:

5. be able to create a warm glass work item

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **working drawing**
- 5.3 prepare selected materials
- 5.4 create a warm glass item that follows a statement of intent
- 5.5 record the stages followed to make a warm glass item
- 5.6 finish a warm glass item
- 5.7 **present** a warm glass work item
- 5.8 produce a **cost sheet**
- 5.9 produce **production timescales**
- 5.10 **evaluate** the completed warm glass item

**Range/Guidance****Statement of intent**

Written description of the design for a warm glass item, reference to quality of light, positioning

**Working drawing**

Sketch of the piece indicating, colour, line, texture, shape, form, dimensions, exploded drawing of any detailed areas

**Present**

Display warm glass work hanging, framing, exhibit

**Cost sheet**

Materials costs, Kiln firing costs.

**Production timescale**

Time taken to plan, prepare, make and finish the warm glass item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process

<b>UAN:</b>	<b>T/505/6844</b>
<b>Level:</b>	1
<b>Credit value:</b>	4
<b>GLH:</b>	35

<b>Learning outcome</b>
The learner will:
1. be able to work safely and effectively using tools and equipment and materials
<b>Assessment criteria</b>
The learner can:
1.1 identify health and safety <b>regulations</b> related to <b>cool glass work</b>
1.2 identify <b>tools, equipment and materials</b> used for cool glass work
1.3 describe the <b>care</b> of tools and equipment used for making cool glass items
1.4 use tools, equipment and materials safely when producing cool glass items

<b>Range</b>
<b>Regulations</b> Health and Safety at Work Act, PAT testing. Relevant COSHH regulations for this unit, Use of PPE: masks, gloves, safety glasses
<b>Cool glass work</b> stained glass panel, copper foil work, sandblasting
<b>Tools</b> Glass cutter, breaking and grozing pliers, lead knife, fid
<b>Equipment</b> Kiln, sandblaster, grinder
<b>Materials</b> Sheet glass, frits, stringers, confetti, enamels, matt and trace glass paint, lead came, copper foil, cement, sandblast resists solder, flux, paint, pencils, design materials eg colouring materials, pencils, paper
<b>Care</b>



Daily use and maintenance e.g. care, cleaning and storage, visual checks

### Learning outcome

The learner will:

2. know the characteristics of materials and techniques required to create cool glass work

### Assessment criteria

The learner can:

- 2.1 identify the **characteristics** of a range of materials used to create cool glass work
- 2.2 identify the different **decorative techniques** used in cool glass work
- 2.3 identify the **storage requirements** for a range of materials used for cool glass work

### Range

#### Characteristics

Sheet glass – opacity, transparency  
Lead came – stretching and malleability  
Copper foil – width, patina  
Cement – strengthens and waterproofs  
Sandblast resists -  
Solder – tin and lead ratios  
Flux – tallow, copper foil flux

#### Decorative techniques

trace and matt glass painting, enamels, frits, stringers, confetti

#### Storage Requirements

Sheet glass – vertically stored in a cupboard/rack  
Lead came – stored flat in lengths  
Copper foil – stored in air-tight container  
Cement – air-tight  
Copper foil flux – air-tight container

### Learning outcome

The learner will:

3. be able to research techniques and contexts for cool glass work

### Assessment criteria

The learner can:

- 3.1 **research** techniques for cool glass work
- 3.2 research contexts for cool glass work
- 3.3 present research in a **logical format**

### Range/Guidance

**Research**

from primary and secondary sources, websites, books, journals, electronic media, digital media, key designer makers, exhibitions and shows, museums

**Logical Format**

research presented in an organised manner eg folio, sketchbook, electronic presentation

**Learning outcome**

The learner will:

4. be able to plan, prepare and sample materials and techniques for cool glass work

**Assessment criteria**

The learner can:

- 4.1 select materials
- 4.2 use materials and techniques to make cool glass samples
- 4.3 produce **samples** using
  - a. colour
  - b. line
  - c. texture
- 4.4 **record** techniques and processes used to make samples
- 4.5 estimate the cost and time required to make cool glass samples

**Range/Guidance****Samples**

Develop original samples based on design ideas, thumbnail visuals, roughs, painting, collage, developed design ideas

**Record**

Glass decorative techniques, kiln firing schedules

**Learning outcome**

The learner will:

5. be able to create a cool glass work item

**Assessment criteria**

The learner can:

- 5.1 develop a **statement of intent**
- 5.2 produce a **cartoon**
- 5.3 prepare selected materials
- 5.4 create a cool glass work item that follows a statement of intent
- 5.5 record the stages followed to make a cool glass item
- 5.6 **present** a cool glass work item
- 5.7 produce a **cost sheet**
- 5.8 produce **production timescales**
- 5.9 **evaluate** the completed cool glass item

**Range/Guidance****Statement of intent**

Written description of the design for a cool glass item, reference to quality of light, positioning

**Cartoon**

Full size working drawing

**Present**

Display cool glass work hanging, framing, exhibit.

**Cost sheet**

Materials costs, Kiln firing costs.

**Production timescale**

Time taken to plan, prepare, make and finish the cool glass item

**Evaluate**

Identify / record strengths and areas for improvement and any adjustment made to the design and process



## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

**Centre Guide – Delivering International Qualifications** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

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[www.cityandguilds.com](http://www.cityandguilds.com)

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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